

2008 - 2009 Great Start Readiness Program

Program Quality Assessment

Statewide Data Report

**Prepared by
HighScope Educational Research Foundation**

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**Submitted to
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Introduction

The following report summarizes Great Start Readiness Program (GSRP) classroom quality data collected during the 2008 - 2009 program year's Mid-Year Report process. Specifically, preschool Program Quality Assessment (PQA)¹ scores are described. Scores on the PQA range from 1 to 5, with 1 representing low quality and 5 representing exceptional quality. A useful way to interpret the PQA is that scores less than 3 indicate low quality, scores between 3 and 4.49 indicate medium quality, and scores at or above 4.5 indicate high quality. It is important to keep in mind that the PQA scores provided in this report are all self-reported. Table 1 indicates that GSRP grantees have consistently considered themselves to be on average implementing high quality programs in some areas and closely approaching high quality in all others.

Table 1: Total and Sub-scale Average Scores Over Time

PQA Scale	06-07 Mean Score	07-08 Mean Score	08-09 Mean Score	Change from PY07-PY08	% change
Total PQA Score	4.47	4.48	4.35	-0.13	-2.90
I. Learning Environment	4.31	4.35	4.32	-0.03	-0.69
II. Daily Routine	4.38	4.43	4.41	-0.02	-0.45
III. Adult-Child Interaction	4.58	4.61	4.57	-0.04	-0.87
IV. Curriculum Planning and Assessment	4.36	4.41	4.43	0.02	0.45
V. Parent Involvement and Family Services	4.64	4.60	4.56	-0.04	-0.87
VI. Staff Qualifications and Development	4.34	4.28	4.31	0.03	0.70
VII. Program Management	4.56	4.60	4.58	-0.02	-0.43

Of the total 1,213 classrooms in the PY08 dataset, 77.7% were reported to be run by school districts, 15.6% by competitive agencies and 6.7% by both (school district & competitive agency). Nearly all of these (94.7%) were center based. When looking across the 3 program types there are differences in the types of services offered. In particular, as shown in Table 2, competitive agencies provided more full-day options. School district & competitive agencies combined provided the most GSRP-Head Start blended programs.

¹ HighScope Educational Research Foundation. (2003). *Preschool Program Quality Assessment 2nd edition*. Ypsilanti, MI: HighScope Press.

Table 2: Program Option (Percentage) by Program Type

Program Option	School District N= 942	Competitive Agency N= 189	School District & Competitive Agency N= 82
Full-Day	34.5	41.3	14.6
All-Day, Alternate Day	5.0	4.8	12.2
Part-Day	58.4	40.2	58.5
Home Based	1.1	4.2	0
GSRP-Head Start Blend	1.1	9.5	14.6

Table 3 indicates that there are some differences in how classrooms housed within the 3 program types rated themselves. Specifically, competitive agencies on average rated themselves higher in all areas except staff qualifications and development. School district & competitive agencies combined rated themselves slightly higher on this scale. None of the reported value differences however were statistically significant.

Table 3: PQA Scale Scores by Program Type

PQA Scale	School District	Competitive Agency	School District & Competitive Agency
I. Learning Environment	4.29	4.42	4.37
II. Daily Routine	4.38	4.52	4.51
III. Adult-Child Interaction	4.56	4.63	4.59
IV. Curriculum Planning and Assessment	4.37	4.67	4.60
V. Parent Involvement and Family Services	4.54	4.72	4.58
VI. Staff Qualifications and Development	4.27	4.46	4.50
VII. Program Management	4.57	4.64	4.54
Total PQA Score	4.32	4.48	4.42

Areas In Need of Improvement

Table 4 provides information on three different thresholds that can be used to identify areas in need of improvement. The first is 10% or more of classrooms scoring at or below 3 on a particular item. The second threshold is 25% or more of classrooms scoring at or below 3. The third threshold is 10% or more of classrooms scoring at or below 2. Eight (8) percent of the PQA individual items could not cross all three thresholds. That is, low scores were reported based on all three criteria for small group time, acknowledgment of child efforts, team teaching, parents on policy-making committees, and professional organization affiliation.

Table 4: PQA Items with Low to Medium Quality Across Classrooms

PQA Item	10% or more scoring ≤ 3	25% or more scoring ≤ 3	10% or more scoring ≤ 2
I. Learning Environment			
A. Safe and healthy environment			
B. Defined interest areas			
C. Logically located interest areas			
D. Outdoor space, equipment, materials	√		
E. Organization and labeling of materials	√		
F. Varied and open-ended materials	√		
G. Plentiful materials	√		
H. Diversity-related materials	√	√	
I. Displays of child initiated work	√	√	
II. Daily Routine			
A. Consistent daily routine			
B. Parts of the day			
C. Appropriate time for each part of day			
D. Time for child planning	√	√	
E. Time for child-initiated activities	√		
F. Time for child recall	√	√	
G. Small-group time	√	√	√
H. Large-group time	√		
I. Choices during transition times	√		
J. Cleanup time with reasonable choices			
K. Snack or meal time			
L. Outside time			
III. Adult-Child Interaction			
A. Meeting basic physical needs			
B. Handling separation from home			
C. Warm and caring atmosphere			
D. Support for child communication			
E. Support for non-English speakers			
F. Adults as partners in play	√		
G. Encouragement of child initiatives			
H. Support for child learning at group times	√		
I. Opportunities for child exploration	√		
J. Acknowledgement of child efforts	√	√	√
K. Encouragement for peer interaction			
L. Independent problem solving			
M. Conflict resolution	√		

Table 4: PQA Items with Low to Medium Quality Across Classrooms (continued)

PQA Item	10% or more scoring ≤ 3	25% or more scoring ≤ 3	10% or more scoring ≤ 2
IV. Curriculum Planning and Assessment			
A. Curriculum model	√		
B. Team teaching	√	√	√
C. Comprehensive child records			
D. Anecdotal note taking by staff	√	√	
E. Use of child observation measure			
V. Parent Involvement and Family Services			
A. Opportunities for involvement			
B. Parents on policy-making committees	√	√	√
C. Parent participation in child activities			
D. Sharing of curriculum information	√	√	
E. Staff-parent informal interactions			
F. Extending learning at home	√		
G. Formal meetings with parents			
H. Diagnostic/special education services			
I. Service referrals as needed	√		
J. Transition to kindergarten	√		
VI. Staff Qualifications and Development			
A. Program director background	√		
B. Instructional staff background	√		
C. Support staff orientation and supervision			
D. Ongoing professional development	√	√	
E. In-service training content and methods	√		
F. Observation and feedback	√		
G. Professional organization affiliation	√	√	√
VII. Program Management			
A. Program licensed			
B. Continuity in instructional staff			
C. Program assessment	√		
D. Recruitment and enrollment plan			
E. Operating policies and procedures			
F. Accessibility for those with disabilities			
G. Adequacy of program funding	√	√	
Total Percentage of Items in Category	52%	21%	8%

Table 5 provides average scores for every PQA item.

Table 5: PQA Item Means and Standard Deviations

PQA Item	Mean Score	Standard Deviation	N
I. Learning Environment	4.32	0.53	1195
A. Safe and healthy environment	4.52	0.66	1195
B. Defined interest areas	4.69	0.62	1195
C. Logically located interest areas	4.52	0.72	1195
D. Outdoor space, equipment, materials	4.16	0.94	1195
E. Organization and labeling of materials	4.18	0.89	1195
F. Varied and open-ended materials	4.26	0.82	1195
G. Plentiful materials	4.51	0.81	1195
H. Diversity-related materials	3.89	0.88	1195
I. Displays of child initiated work	4.09	0.92	1195
II. Daily Routine	4.41	0.47	1195
A. Consistent daily routine	4.82	0.53	1195
B. Parts of the day	4.64	0.70	1195
C. Appropriate time for each part of day	4.72	0.61	1195
D. Time for child planning	3.98	0.92	1195
E. Time for child-initiated activities	4.55	0.73	1195
F. Time for child recall	3.87	1.01	1195
G. Small-group time	4.02	1.10	1195
H. Large-group time	4.36	0.81	1195
I. Choices during transition times	4.37	0.79	1195
J. Cleanup time with reasonable choices	4.78	0.50	1195
K. Snack or meal time	4.43	0.76	1195
L. Outside time	4.39	0.86	1195
III. Adult-Child Interaction	4.57	0.44	1195
A. Meeting basic physical needs	4.73	0.56	1195
B. Handling separation from home	4.71	0.67	1195
C. Warm and caring atmosphere	4.81	0.46	1195
D. Support for child communication	4.62	0.66	1195
E. Support for non-English speakers	4.46	0.97	349
F. Adults as partners in play	4.49	0.76	1195
G. Encouragement of child initiatives	4.78	0.58	1195
H. Support for child learning at group times	4.55	0.77	1195
I. Opportunities for child exploration	4.54	0.75	1195
J. Acknowledgement of child efforts	3.73	1.01	1195
K. Encouragement for peer interaction	4.79	0.55	1195
L. Independent problem solving	4.74	0.58	1195
M. Conflict resolution	4.44	0.81	1195

Table 5: PQA Item Means and Standard Deviations (continued)

PQA Item	Mean Score	Standard Deviation	N
IV. Curriculum Planning and Assessment	4.43	0.52	1195
A. Curriculum model	4.58	0.73	1195
B. Team teaching	4.03	1.03	1195
C. Comprehensive child records	4.89	0.39	1195
D. Anecdotal note taking by staff	3.95	1.00	1195
E. Use of child observation measure	4.69	0.75	1195
V. Parent Involvement and Family Services	4.56	0.41	1195
A. Opportunities for involvement	4.70	0.60	1195
B. Parents on policy-making committees	3.73	1.22	1195
C. Parent participation in child activities	4.75	0.54	1195
D. Sharing of curriculum information	4.45	0.77	1195
E. Staff-parent informal interactions	4.85	0.45	1195
F. Extending learning at home	4.40	0.80	1195
G. Formal meetings with parents	4.91	0.31	1195
H. Diagnostic/special education services	4.82	0.53	1195
I. Service referrals as needed	4.44	0.80	1195
J. Transition to kindergarten	4.58	0.71	1195
VI. Staff Qualifications and Development	4.31	0.50	1195
A. Program director background	4.27	1.00	1195
B. Instructional staff background	4.50	0.84	1195
C. Support staff orientation and supervision	4.81	0.47	1195
D. Ongoing professional development	4.61	0.65	1195
E. In-service training content and methods	4.21	0.97	1195
F. Observation and feedback	4.12	1.04	1195
G. Professional organization affiliation	3.65	1.17	1195
VII. Program Management	4.58	0.36	1195
A. Program licensed	4.87	0.47	1195
B. Continuity in instructional staff	4.71	0.64	1195
C. Program assessment	4.59	0.65	1195
D. Recruitment and enrollment plan	4.51	0.73	1195
E. Operating policies and procedures	4.66	0.60	1195
F. Accessibility for those with disabilities	4.67	0.81	1195
G. Adequacy of program funding	4.04	1.07	1195
Total PQA Score	4.35	0.39	1195

Characteristics of GSRP Teaching Staff

In addition to PQA scores, the Mid-Year Reporting process also collects information on the characteristics of GSRP programs and teaching staff. The remaining tables in this report provide descriptive statistics on a range of information. Table 6 provides demographic and qualification information for teaching staff. It is important to note that in Table 6, the education and training information is not comprised of mutually exclusive categories. As a result, the total percentages for this variable exceed 100%. For example, a teacher could have responded that they have earned both an associate's degree and a bachelor's degree. Also 120 hours of approved training was not a choice for lead teachers and associates or bachelors degree in another field was not a choice for associate teachers. Tables 7 and 8 contain compensation information. In addition to describing teacher compensation, a test for statistically significant differences in compensation by program type was conducted. As indicated in Table 8, lead teachers in school districts make significantly higher hourly wages and annual salaries than their competitive agency and school district & competitive agency counterparts. Their hourly rate is a full \$5.14 more per hour than competitive agencies and \$2.47 more than combined school district & competitive agency programs. Annual salary averages are also significantly more per year for school district lead teachers than for either completeive agencies or combined school district & competitive agencies (\$19,009 and \$13,481 more per year respectively). Associate teachers in competitive agencies on average make \$4,196 more in annual salary than their school district counterparts and \$3,518 more than school district & competitive agency counterparts. Although for associate teachers the differences were not statistically significant. Finally, Table 9 shows the prevalence of the types of benefits staff receive.

Table 6: Teacher Background Characteristics and Qualifications

Teacher Characteristics	Lead Teacher		Associate Teacher	
	%	N	%	N
Ethnicity				
Native American	0.3	4	0.4	5
Asian/Pacific Islander	0.4	5	0.6	7
African American	10.4	126	20.4	233
Hispanic/Latino	0.8	10	5.2	59
White	87.4	1060	72.9	834
Multiracial	0.7	8	0.5	6
Gender				
Male	1.2	14	1.0	12
Female	98.8	1199	99.0	1132
Education and Training				
Associate's degree (Early Childhood)	0.6	7	21.7	215
CDA credential	2.0	24	42.0	417
MI teaching certificate with (ZA)	52.0	615	3.8	38
Associates or Bachelors other fields	1.0	12	0	0
120 hours approved training	0	0	25.7	255
Bachelor's degree (Early Childhood)	17.2	203	5.8	58
Graduate degree	27.2	322	1.0	10
GSRP Teaching Experience				
One year	17.7	215	21.3	243
Two years	11.1	135	11.7	134
Three years	9.7	118	10.8	123
Four years	7.2	87	7.2	82
Five or more years	54.2	658	49.1	561
Additional Teaching Experience				
Less than 1 year	16.2	196	28.8	329
1 to 2 years	20.0	242	15.6	178
3 to 5 years	18.1	219	17.8	204
6 to 10 years	17.1	207	19.0	217
11 to 20 years	18.7	227	14.5	166
more than 20 years	10.1	122	4.3	49
Contract Coverage				
Yes	60.8	738	56.7	649
No	39.2	475	43.3	495
Early Childhood Specialist				
Yes	11.0	133	-	-
No	89.0	1080	-	-
GSRP Project Director				
Yes	16.6	201	-	-
No	83.4	1012	-	-

Table 7: Teacher Compensation

Type of Compensation	Lead Teacher			Associate Teacher		
	Mean	S.D.	<i>N</i>	Mean	S.D.	<i>N</i>
Hourly Salary	18.79	5.42	328	11.62	2.11	455
Annual Salary	48,546	18,735	877	19,415	10,558	100
Hours worked per week	33.11	17.73	1208	30.81	7.51	1052
Weeks worked per year	38.21	4.41	1213	37.52	4.43	1139
Total Benefits Received	5.82	2.25	1213	4.47	2.74	1144

Table 8: Teacher Compensation by Program Type

Type of Compensation	School District		Competitive Agency		School District & Competitive Agency	
	Mean	<i>N</i>	Mean	<i>N</i>	Mean	<i>N</i>
Lead Teacher						
Hourly Salary***	20.86	178	15.72	115	18.39	35
Annual Salary***	50,873	756	31,864	74	37,392	47
Associate Teacher						
Hourly Salary	11.60	400	12.08	40	11.20	15
Annual Salary	18,101	67	22,297	31	18,779	2

* $p \leq .05$; ** $p \leq .01$; *** $p \leq .001$

Table 9: Prevalence of Benefits Receipt by Type of Benefit

Benefits Received	Lead Teacher		Associate Teacher	
	%	N	%	N
Health Insurance				
Yes	81.7	991	54.9	628
No	18.3	222	45.1	516
Dental Insurance				
Yes	78.2	949	52.0	595
No	21.8	264	48.0	549
Vision Insurance				
Yes	75.2	912	50.9	582
No	24.8	301	49.1	562
Disability Insurance				
Yes	50.9	618	33.6	384
No	49.1	595	66.4	760
Vacation Days				
Yes	43.9	532	43.0	492
No	56.1	681	57.0	652
Sick Days				
Yes	94.6	1148	88.4	1011
No	5.4	65	11.6	133
Retirement				
Yes	83.1	1008	67.2	769
No	16.9	205	32.8	375
Tax Annuity				
Yes	28.4	344	16.3	187
No	71.6	869	83.7	957
Dependent Care				
Yes	15.7	190	12.8	147
No	84.3	1023	87.2	997
Cafeteria Benefits				
Yes	14.7	178	11.1	127
No	85.3	1035	88.9	1017
Other Benefits				
Yes	15.8	192	16.5	189
No	84.2	1021	83.5	955